

# **IHE Master's of School Administration Performance Report**

## **University of North Carolina Wilmington**

**2013 - 2014**

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### **Overview of Master's of School Administration Program**

The Masters of School Administration (MSA) Program at the University of North Carolina Wilmington (UNCW) consists of a 36 hour program for degree seeking students and 24 hour program for licensure only seeking students. The MSA Program accepts students as full-time, including Principal Fellows (PFs), part-time students seeking the full degree, and licensure-only students seeking certification only. All three tracks require students to complete a year-long internship comprised of at least 350 hours each semester (fall and spring). Many of the part-time students and licensure-only students work full time as teachers and must start in the summer to begin to accumulate hours; these students take the summer pre-leadership internship course, EDL 569, to gain additional experience at another level (elementary, middle, or high) than their respective teaching level where they will complete the internship. All internships are designed so that students see the beginning and conclusion of the school year.

The MSA program is aligned with the Watson College of Education (WCE) Conceptual Framework, the Educational Leadership Constituencies Council (ELCC), the Interstate Leaders Licensure Consortium (ISLLC) and the North Carolina Standards for School Executives (NSSE). The Master of School Administration (MSA) Program is comprised of the four essential core conditions as defined by the Southern Regional Education Board: (1) University/district partnerships for principal preparation; (2) Emphasis on knowledge and skills for improving schools and raising student achievement; (3) Well planned and supported field experiences; and (4) Rigorous evaluation of participant's mastery of essential competencies and program quality and effectiveness. The MSA Program is committed to modeling and serving as highly qualified faculty in scholarship, service, teaching, supervising, mentoring, and advising. Emphasis of the program is centered on knowledge and skills for improving schools and raising student achievement. The program serves to produce educational leaders that are able to serve as Effective Communicators, Reflective Practitioners, Technologically Proficient, well grounded in Content Knowledge, Pedagogy, Ethical and Professional Standards, and Informed-Decision-making. The program is consistent with the Watson College of Education's mission and commitment to our values of advocacy, diversity, ethics, global perspectives, innovation, and inquiry, in a nurturing and reflective context.

### **Special Features of the Master's of School Administration Program**

Candidates must also complete all six hallmarks for the MSA program (or add-on licensure). The hallmarks are completed in the MSA coursework. Candidates in the add-on licensure program do not complete all the courses and will need to work independently on the hallmarks for

completion and inclusion in e-portfolios. See the [MSA Handbook](http://uncw.edu/Ed/el/msa/handbook.html) (<http://uncw.edu/Ed/el/msa/handbook.html>) for specific program courses.

## Direct and Ongoing Involvement with and Service to Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans

<p><b>Brunswick County Schools</b></p> <ul style="list-style-type: none"> <li>• Belville Elementary</li> <li>• Bolivia Elementary</li> <li>• Brunswick Co Early College</li> <li>• Cedar Grove Middle</li> <li>• Jessie Mae Monroe Elementary</li> <li>• Leland Middle</li> <li>• Lincoln Elementary</li> <li>• North Brunswick High</li> <li>• Shallotte Middle</li> <li>• South Brunswick High</li> <li>• South Brunswick Middle</li> <li>• Southport Elementary</li> <li>• Supply Elementary</li> <li>• Town Creek Elementary</li> <li>• Union Elementary</li> <li>• Virginia Williamson</li> <li>• Waccamaw Elementary</li> <li>• West Brunswick High</li> </ul>	<p><b>Camp Lejeune Department of Defense Schools</b></p> <ul style="list-style-type: none"> <li>• Bitz Intermediate</li> <li>• Brewster Middle</li> <li>• Heroes Elementary</li> <li>• Delalio Elementary</li> <li>• Lejeune High</li> <li>• Johnson Primary</li> <li>• Tarawa Terrace II Elementary</li> </ul> <p><b>Carteret County Schools</b></p> <ul style="list-style-type: none"> <li>• Atlantic Elementary</li> <li>• Beaufort Elementary</li> <li>• Beaufort Middle</li> <li>• Bogue Sound Elementary</li> <li>• Broad Creek Middle</li> <li>• Harkers Island Elementary</li> <li>• Morehead City Middle</li> <li>• Morehead City Primary</li> <li>• Morehead Elementary at Camp Glenn</li> <li>• Newport Elementary</li> <li>• Newport Middle</li> <li>• Smyrna Elementary</li> <li>• White Oak Elementary</li> </ul> <p><b>Columbus County Schools</b></p> <ul style="list-style-type: none"> <li>• Acme Delco Elementary</li> <li>• Acme Delco Middle</li> <li>• East Columbus High</li> <li>• Hallsboro Middle School</li> </ul> <p><b>Clinton City Schools</b></p> <ul style="list-style-type: none"> <li>• Butler Avenue Elementary</li> </ul>
<p><b>Duplin County Schools</b></p> <ul style="list-style-type: none"> <li>• BF Grady Elementary</li> <li>• Beulaville Elementary</li> </ul>	<p><b>New Hanover County Schools</b></p> <ul style="list-style-type: none"> <li>• Alderman Elementary</li> <li>• Anderson Elementary</li> </ul>

- Charity Middle
- Chinquapin Elementary
- East Duplin High
- EE Smith Middle School
- James Kenan High
- Kenansville Elementary
- N. Duplin Jr/Sr High
- North Duplin Elementary
- Rose Hill-Magnolia Elementary
- Wallace Elementary
- Wallace-Rose Hill High
- Warsaw Elementary
- Warsaw Middle

#### **Jones County Schools**

- Jones Middle

#### **Onslow County Schools**

- Blue Creek Elementary
- Carolina Forest Elementary
- Dixon Elementary
- Dixon High
- Dixon Middle
- Hunters Creek Elementary
- Jacksonville Commons Elementary
- Jacksonville Commons Middle
- Morton Elementary
- New Bridge Middle
- Parkwood Elementary
- Queens Creek Elementary
- Richlands Primary
- Silverdale Elementary
- Southwest Elementary
- Southwest High School
- Swansboro Elementary
- Thompson Early Childhood Center

#### **Pender County Schools**

- Burgaw Elementary
- Burgaw Middle
- Cape Fear Elementary
- Cape Fear Middle School
- Malpass Corner Elementary
- North Topsail Elementary
- Pender Early College High

- Ashley High
- Bellamy Elementary
- Blair Elementary
- Bradley Creek Elementary
- Carolina Beach Elementary
- Castle Hayne Elementary
- Child Development Center
- Codrington Elementary
- College Park Elementary
- D.C. Virgo Middle
- Dorothy B Johnson Pre-K Center
- Eaton Elementary
- Forest Hills Elementary
- Gregory Math/Sci/Tech Elementary
- Hoggard High
- Holly Shelter Middle
- Holly Tree Elementary,
- Howe Pre-K
- Isaac Bear Early College High
- JC Roe Pre-K Center
- Lake Forest Academy
- Laney High
- Mary C. Williams Elementary
- Mary Sidberry Mosley PLC
- Murray Middle
- Murrayville Elementary
- Myrtle Grove Middle
- New Hanover High
- Noble Middle
- Ogden Elementary
- Parsley Elementary
- Pine Valley Elementary
- Rachel Freeman Elementary
- Roland-Grise Middle
- Snipes Academy of Arts & Design
- Sunset Park Elementary
- Trask Middle
- UCP Developmental Preschool
- Williston Middle
- Wilmington Early College High
- Winter Park Model Elementary
- Wrightsboro Elementary
- Wrightsville Beach Elementary

<ul style="list-style-type: none"> <li>• Pender High</li> <li>• Rocky Point Primary</li> <li>• South Topsail Elementary</li> <li>• Topsail Elementary</li> <li>• Topsail High</li> <li>• Topsail Middle</li> <li>• (Heidi) Trask High</li> <li>• West Pender Middle</li> </ul> <p><b>Sampson County Schools</b></p> <ul style="list-style-type: none"> <li>• Union Elementary</li> <li>• Union High</li> <li>• Union Intermediate</li> <li>• Union Middle</li> </ul>	<p><b>Whiteville City Schools</b></p> <ul style="list-style-type: none"> <li>• Edgewood Elementary</li> <li>• Whiteville Primary</li> </ul> <p><b>Cape Fear Center for Inquiry Charter School</b></p> <p><b>Charter Day School of Brunswick County</b></p> <p><b>Island Montessori Charter School</b></p>
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#### **Priorities Identified in Collaboration with LEAs/Schools**

**Improved Collaborative Identification of Need and Utilization of Resources throughout SE North Carolina.**

**Rationale: SE NC is composed of many low socioeconomic regions and access to resources is greatly limited. This collaborative identification of needs allows WCE to support LEAs professional growth and match needs with faculty expertise to disseminate resources needed.**

#### **Activities and/or Programs Implemented to Address the Priorities**

PDS Arrangement

The Watson College of Education's Professional Development System University-School Partnership is with 12 Public School districts, 1 Department of Defense School system, and 2 NC Charter Schools. The PDS Partnership was established a comprehensive university /school collaboration in 1993 with Formal System Agreements renegotiated and renewed every three years (last renewed in spring 2012) and School Applications and Annual Updates gathered from 146 Partnership Schools. This intentional process provides an assessment of district and school needs and identifies their prioritized targeted goals for improvement.

#### **Start and End Date(s)**

7/1/2013 to 6/30/2014

#### **Number of Participants**

In 2013-2014, **11,032** partnership teachers, school administrator, university faculty, interns and other school partners participated in **13** professional development conference, **345** seminars, **48** partnership orientations, teacher intern preparation (online session developed for each and now offered continuously), and **45** professional initiatives for a total of **451** sessions with **18,553** contact hours.

### **Summary of the Outcome of the Activities and/or Programs**

The PDS Partnership annual processes provide data which are analyzed and used to identify services needed and prioritize efforts. This has resulted in constructing a database which informs organizational outreach initiatives, professional development programs, and aligns faculty research and service interests and expertise with schools and districts. During the agreement renegotiation meetings with the individual districts, school system needs and focused goals for the covered years were identified and agreed upon for future planning and allocation of resources. Evaluations and follow-up feedback from participants indicated successful achievement of goals and outcomes aligned with the sessions' purposes. During fall 2013 meetings with individual districts, district superintendents, the Associate Dean and the PDS Director continued discussions on professional development offerings for the 2013-2014 academic year. These conversations led the implementation of a more intensive professional development approach with selected schools. The Partnership in Action Schools Program started in the late spring of 2013. Three schools were selected. Each school was paired with two faculty members. The faculty members and school teams collaborated to develop a work plan for the year. Faculty members at two schools provided professional development in literacy. Faculty members at the third school provided support to the school as they developed professional learning communities. The PDS Director is currently surveying school and faculty teams to obtain feedback about this new initiative.

### **Activities and/or Programs Implemented to Address Priority above**

#### **1. Technology Sessions & Webinars**

This year PDS continued the partnership with WCE technology liaisons. In the past, they would respond to specific PD requests from schools. This year, the team hosted three technology sessions for interested partnership teachers. This seems to be a productive use of the technology liaisons' time. These were all based around the idea of the 'flipped classroom.' This topic was chosen based on feedback from the partnership teachers. The 3 sessions were customized to deal with how flipped classrooms could impact Pre-K, elementary/middle, and high school classrooms. All sessions were recorded and linked on the PDS website. The technology team noted the number of views online and number of attendees face-to-face.

#### **Start and End Date(s)**

03/11/2014 and 03/ 13/2014

#### **Session Titles and Number of Participants:**

- 1) Flipped classroom and tools for elementary and middle school classrooms.  
Total face-to-face participants 26
- 2) Flipped classroom and tools for Pre-K to 2<sup>nd</sup> grade classrooms.  
Total face-to-face participants 15
- 3) Flipped classroom and tools for high school classrooms  
Total face-to-face participants 20  
139 participants viewed online after the sessions were offered face to face.  
Total online participants =139

Total number =200 participants for 2013-2014

### **Summary of the Outcome of the Activities and/or Programs**

The pilot meets the needs of the participants and the PDS office will survey for topics from the school districts to tailor sessions to teachers/administrator needs.

### **Priority Identified in Collaboration with LEAs/Schools**

#### **Professional Development of Teachers and /or Administrators**

**Rationale: The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WCE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.**

### **Activities and/or Programs Implemented to Address the Priorities**

University-School (PDS) Partnership sponsored professional development activities included conferences, orientation and teacher intern preparation trainings, workshops, institutes, cultural arts events and PDS seminars. This year PDS sponsored new initiatives and maintained initiatives from 2011-2012—Partnership in Action Project, the Master Teacher Program and the Fall Superintendent Forum.

### **Start and End Dates(s)**

7/1/2013 to 6/30/2014

### **Number of Participants**

Teachers, administrators, K-12 students, university faculty, community leaders

### **Summary of the Outcome of the Activities and/or Programs**

In 2013-2014, **11,032** partnership teachers, school administrator, university faculty, interns and other school partners participated in **13** professional development conference, **345** seminars, **48** partnership orientations, teacher intern preparation (online session developed for each and now offered continuously), and **45** professional initiatives for a total of **451** sessions with **18,553** contact hours.

### **Activities and/or Programs Implemented to Address the Priorities**

PDS continued an initiative from the previous year the Master Teacher Program and PDS brought together twelve teachers from two of our partnership districts. They participated in extended professional development and will work more closely with our teacher preparation programs to train our teacher candidates. The selected Master teachers decided to provide videos of their exemplary practice to upload and share with WCE faculty and also create an advocacy message that can be disseminated regularly. A Sharepoint site has been created with sample lesson plans and videos. The Master Teachers also helped with recruitment by creating the tealTeach hashtag on Twitter. They post lesson plan ideas and other great resources here. They are also maintaining a blog on teaching.

**Start and End Dates(s)**

Fall 2013-Spring 2014

**Number of Participants**

12 Teachers

**Summary of the Outcome of the Activities and/or Programs**

This work is ongoing and continues to foster success and collaboration among teachers.

**Priority Identified in Collaboration with LEAs/Schools****Professional Development of Teachers and /or Administrators**

**Rationale:** The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WCE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.

**Activities and/or Programs Implemented to Address the Priorities**

Many of the collaborative university-school partnership grants are designed to provide professional development related to identified shared needs and issues. To understand the context of research in local schools the PDS coordinated a session by administration from New Hanover County for faculty conducting research in New Hanover County Schools. Also, the newly initiated Director for Grants in WCE developed a series of workshops for faculty. PDS also offered a leadership session at one of the professional learning days. Dr. Bill Sterrett facilitated this session. The PDS office is also beginning collaborative talks with the Education Director, Mr. Roger Hathaway, at NASA Langley. This collaboration will involve our CESTEM unit on campus and P-12 STEM schools in the partnership.

**Start and End Date(s)**

7/1/2013 to 6/30/2014

**Number of Participants**

Teachers, students, and faculty

**Summary of the Outcome of the Activities and/or Programs**

The Watson College of Education and its affiliated Science and Math Education Center and other faculty currently have over 2.5 million in active external funding and all of these dollars involved P-12 educators in either partnering on the grant and/or receiving the direct benefit through professional development.

**Priority Identified in Collaboration with LEAs/Schools****Provide Specifically Designed Professional Development for School Teachers/ Administrators**

**Rationale:** Recognizing the need for high quality professional development for specified needs.

**Activities and/or Programs Implemented to Address the Priorities**

Partnership in Action Schools Program: The Partnership in Actions (PIA) schools program is designed to nurture more intensive university-school collaborative sites in the following areas: teacher candidate preparation, professional development, research, and grant writing. After the intense selection process in 2012-2013 which identified 3 schools: Carolina Forest International Elementary School, Cedar Grove Middle School, and Heidi Trask High School, PDS hosted a meeting with selected schools and their faculty facilitators. This year 2013-14 teachers and administrators worked collaboratively with Watson College of Education faculty to address the needs of the chosen schools. Faculty at two schools provided professional development in literacy. Faculty at the high school worked with the school team to develop professional learning communities.

**Start and End Date(s)**

Spring 2014-Spring 2015

**Number of Participants**

3 schools and 6 WCE Faculty Members

**Summary of the Outcome of the Activities and/or Programs**

Faculty facilitators provided and/or arranged professional development opportunities for the school faculty, staff, and/or administrators. At least one of these faculty was designated a “faculty in residence” at the school and is on site at the school at least 10 days per year.

**Priority Identified in Collaboration with LEAs/Schools: Provide Specifically Designed Professional Development for School Teachers/ Administrators**

**Rationale: Recognizing the need for high quality professional development for specified needs, WCE formed a partnership with Dropout Prevention Coalition to combine and develop resources.**

**Activities and/or Programs Implemented to Address the Priorities**

Dropout Prevention Coalition: WCE assists in supporting the Dropout Prevention Program A free public forum on career and technical education (CTE) was held Feb. 27 and featured CTE programs in New Hanover, Brunswick, Pender, Onslow and other counties and a discussion on the future of CTE at high schools in the region. Educators across the nation are rethinking college and career readiness and placing a renewed focus on career and technical education to provide students with the academic and technical knowledge and work-related skills necessary to be successful in postsecondary education, training and employment. The forum focused on two key questions: Where are we currently with CTE programs and where are we going? Six panel members, including representatives from New Hanover, Brunswick, Pender and Onslow counties talked about CTE programs offered in their schools and share their districts vision for reshaping or growing CTE programs in the future. Attendees had an opportunity to ask questions of panelists and network with others in the field.



**Start and End Date(s)**

02/27/2014

**Number of Participants**

40 attendees

**Summary**

The forum designed for school leaders, CTE directors, guidance counselors and other interested parties found this event as useful venue for sharing of ideas and resources.

**Priorities Identified in Collaboration with LEAs/Schools**

**Provide Specifically Designed Professional Development for School Teachers/ Administrators**

**Rationale: Recognizing the need for high quality professional development for specified needs. WCE assists in providing resources for and teachers/administrators.**

**Activities and/or Programs Implemented to Address the Priorities**

6th Annual Watson College AIG Mini-Conference. This conference addressed the needs of academically gifted and intellectually gifted students in southeastern North Carolina. The focus was on *'Issues in the Social and Emotional World of Gifted/Talented Children and Youth*. The keynote speaker for the conference was Rick Courtright, Ph.D. Gifted Education Research Specialist from Duke University Talent Identification Program.

**Start and End Date(s)**

5/08/2014

**Number of Participants**

45 teachers and university faculty

**Summary**

Participants from across southeastern North Carolina were presented with effective AIG strategies to use in their K-12 classrooms to address the social-emotional experiences of AIG learners and how might these experiences influence their learning and teachers' teaching. Also invited were AIG students across grade levels to talk about how their social-emotional needs were addressed by their instructional or school experiences; to what extent the school community was involved in meeting their social and emotional needs; and offered some recommendations for improvement.

**Priorities Identified in Collaboration with LEAs/Schools**

**Provide specifically designed literacy instruction and college orientation to group of at-risk middle school pupils from Chadbourn Middle School.**

**Activities and/or Programs Implemented to Address the Priorities**

Columbus County Enrichment Project designed to meet the literacy needs of middle grades students in southeastern North Carolina.

**Start and End Date(s)**

7/1/2013-7/31/2013 (Third of three year agreement between Watson College of Education and Columbus County Schools)

**Number of Participants**

Participants included 30 middle school students, 27 UNCW students as tutors, 12 Program partners (including UNCW departments and community-based organizations).

**Summary of the Outcome of the Activities and/or Programs**

Students from Columbus County, North Carolina were presented with effective literacy strategies and orientation to a university. University staff, with guidance from school personnel, identified 30 underserved students in grades 6-9 to participate in the program. Students traveled from Columbus County to the UNCW campus during the month of July to participate in career explorations, university orientations, and academic enrichment activities. Moreover, each middle school student was paired with a college mentor to conduct inquiry-based research on a career-oriented topic. Products were shared at a Learning EXPO in Columbus County at the close of the project. A three-year program evaluation conducted by Dr. Scott Imig concluded that, "It is evident that the effects of the Watson College/Columbus County School's Summer Enrichment Program were positive and will be lasting for those children and adults who had the opportunity to be involved" (p. 13).

**Priorities Identified in Collaboration with LEAs/Schools****Professional Development of Teachers and /or Administrators**

**Rationale: The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WCE has taken a proactive approach in helping meet the professional development demands of beginning teachers and in our region.**

**Activities and/or Programs Implemented to Address the Priorities**

The First Years of Teaching Support Program provided face to face support for over 304 beginning teachers in 2013-2014. FYTSP continues to provide on-site support for teachers in several districts and expanded this year to include Pender County. Both New Hanover County and Duplin County also requested support regarding their Beginning Teacher Induction Days and requested a follow up presentation when inducting late hires. Support for these districts included classroom management, building relationships with students, engaging students with technology, and first year teachers' attitudes towards teaching. In addition, New Hanover County's beginning teacher support coordinators requested support in the facilitation of training for their lead mentors as they continue to grow their program. Furthermore, our program was able to provide mentor program consultation to Craven County Schools, pairing

them with New Hanover County for further guidance regarding district-based mentors.

Moreover, the FYTSP hosted 3 Professional Development Days for Beginning Teachers on the campus of UNCW. Over 70 teachers attended the sessions representing 7 schools districts and 1 charter school in our PDS Partnership. Twenty faculty members participated throughout the year in various capacities, serving as Promise of Leadership mentors, presenting during one of the breakout sessions, or serving as a lunch keynote. Eighteen teachers from 3 districts and 1 charter school were recognized as Promise of Leadership Award winners. Each was paired with a faculty mentor and presented a breakout session during the spring BT Professional Development Days.

Lastly, the coordinator of the FYTSP served as co-PI to secure a \$50,000 grant funded through the Institute for Emerging Issues. The grant money will be used to design and implement a community-based support program for beginning teachers. We will pilot the program in Clinton City Schools beginning in the Fall of 2014. Currently, we are working with Clinton City to design the community-based component of the initiative and identify a district facilitator and master teachers to oversee implementation in the fall.

**Start and End Date(s)**

7/1/2013 to 6/30/2014

**Number of Participants**

Teachers and administrators

**Summary of the Outcome of the Activities and/or Programs**

A majority of the participants who completed an evaluation of the Beginning Teacher Professional Development Days ranked individual presentations as being “Very Good” or “Excellent.”

**Priorities Identified in Collaboration with LEAs/Schools**

**Professional Development of Teachers and /or Administrators**

**Rationale:** The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WCE has taken a proactive approach in helping meet the professional development demands of teachers and in our region, particularly in addressing diversity of the classrooms.

**Activities and/or Programs Implemented to Address the Priorities**

Culturally Responsive Teaching Professional Development: The Teacher in Residence, and PDS Director conducted a series of five workshops on culturally responsive teaching.

**Start and End Date(s)**

Fall 2013-Spring 2014

**Number of Participants**

30 teacher participants across five sessions at Burgaw Middle School and 36 participants at the session with Silverdale Elementary.

**Summary of the Outcome of the Activities and/or Programs**

Continued discussion on culturally responsive practice will continue by school request.

**Priorities Identified in Collaboration with LEAs/Schools****Professional Development of Teachers and /or Administrators**

**Rationale:** The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WCE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.

**Activities and/or Programs Implemented to Address the Priorities**

Literacy in Action – Cape Fear Literacy , Canines for Literacy, Hearts Apart, Supporting Military Families, Coastal Horizon Center of Wilmington, N.C Child Advocacy and Parenting Place, The Wilmington Carousel Center, Interfaith Refugee Ministry, Communities in Schools ,The Joanne Carter Harrelson Center, Dreams of Wilmington, The Full Belly Project of Wilmington, Oasis NC Serving Students with Autism, Ruth Chambers, Students for Non- violent Coordinating Committee- SNICK, Combat Stress in the Life of Military Students in Schools, Paul Cuadros, Associate Professor, School Journalism and Communication UNCC, Book discussion of *Home on the Field*.

**Start and End Date(s)**

9/17/2013, 9/12/2013, 9/30/2013, 10/04/2013, 10/17/2013, 10/23/2013, 10/31/2013, 11/5/2013 11/ 13/2013, 11/30/2013, 2/10/ 2014, 2/11/2014, 3/11/2014, 3/142013, 4/23/2014, 4/15/2014, 4/22/2014, 4/24/2014

**Number of Participants**

Over 300 UNCW students and staff attended and dialoged with the directors of the non-profit organizations.

**Summary of the Outcome of the Activities and/or Programs**

Developed awareness for faculty and students about local agencies and how increase meaningful service learning opportunities for our students.

**Priorities Identified in Collaboration with LEAs/Schools****Support for Career Teachers Seeking National Board Certification**

**Rationale:** WCE believes in a continuum of support for all levels of career development from Pre-service through NBTC. Supporting teachers to attain NBTC contributes to building and keeping highly reflective practitioners in the profession.

**Activities and/or Programs Implemented to Address the Priorities**

The National Board Support Program served over 50 initial, advanced, and renewal candidates during the 2013-2014 academic year. The program hosted 17 support workshops, as well as individual reader training to encourage NBCTs to continue to support initial, advanced, and renewal candidates. The program collaborated with 10 NBCTs who served as readers for 37 candidates at all program levels. The National Board Support Program also provided two on-site support workshops National Board candidates in Duplin County Schools. Lastly, the WCE NB Coordinator collaborated with the North Carolina Department of Public Instruction National Board Program Coordinator, Dr. Sonja Brown, to provide professional development for 70 district-based National Board Coordinators across the state.

**Start and End Date(s)**

7/1/2013 to 6/30/2014

**Number of Participants**

50 candidates and 10 readers

**Summary of the Outcome of the Activities and/or Programs**

Data from both the initial support program participants indicated that 100% would recommend the Watson College's National Board Support Program to future candidates.

**Priorities Identified in Collaboration with LEAs/Schools**

**Improved Collaborative Identification of Need and Utilization of Resources throughout SE North Carolina. Identification and response to Science and Mathematics Needs**

**Rationale: Given the state and federal push for increased quality in mathematics and science education, it is imperative that we provide outreach to school districts to support these endeavors.**

**Activities and/or Programs Implemented to Address the Priorities**

The Center for Education in Science, Technology, Engineering, and Mathematics (CESTEM) carried out its mission of serving as a conduit for the university's outreach to K-12 teachers and students by providing high quality science, technology, engineering and mathematics (STEM) professional development, and hosting the Southeast Regional Science Fair and the Science Olympiad. The Center administered professional development programs and outreach activities to serve teachers and students from 6 school districts in 2013-2014. The Center's Technology Loan Program (TLP) allows teachers to check out and use STEM instructional tools and materials at their schools.

Co-sponsoring programs with the Cape Fear Museum, Hosted the Southeast North Carolina Regional Science and Engineering Fair, Youth Engineering Expectations affiliated to The Leadership Academy for Female Engineers.

**Start and End Date(s)**

2013-2014

**Number of Participants**

Over a 1000 students attended the Science Olympiad

**Summary of the Outcome of the Activities and/or Programs**

Teachers received instruction and were awarded either licensure renewal or graduate credit hours, addressing its goal to serve teachers in our region. In addition to providing services to teachers, the center provides some services directly to K-12 students. These services are delivered through programs like the NC Southeast Regional Science Fair, Science Olympiad, Family Science and Mathematics Nights and Star Lab Portable Planetarium presentations.

The scientific process was involved in the development of a scientific project that resulted in a science fair exhibition. The students learned to recognize problems, plan an experiment, gather and analyze data, and draw conclusions.

**Priorities Identified in Collaboration with LEAs/Schools  
Professional Development and Outreach to Public Schools****Activities and/or Programs Implemented to Address the Priorities**

CESTEM partnered with Brunswick and Onslow County to write two MSP grant proposals. Both grants were funded by NCDPI. Grants for work with schools included Project Based Math and Introductory Bio Technology workshop for High School Teachers.

Math Achievement Common Core or MACC will primarily be a high-school focused program proposed by Brunswick County Schools (BCS) to address targeted gaps or weaknesses in secondary-level mathematics (8-12). MACC will recognize the following four major goals and set forth a specific plan of action to address each one: 1) to increase teacher content knowledge in math; 2) to raise student math achievement; 3) to improve classroom instruction, and 4) to develop a sustainable partnership with the University of North Carolina Wilmington.

**Start and End Date(s)**

2013-2014

**Number of Participant**

Teachers

**Summary of the Outcome of the Activities and/or Programs**

Both the grants were awarded and professional development was created. CESTEM will work with UNCW faculty in WCE and Mathematics and Statistics to develop and deliver Professional Development to nearly 100 teachers each year for a three year period.

**Priorities Identified in Collaboration with LEAs/Schools  
Professional Development and Outreach to Public Schools**

**Activities and/or Programs Implemented to Address the Priorities**

Integrating Computing and Mathematics Education (INCOME): This project aims to assist middle grade mathematics teachers and teacher mentors to become highly knowledgeable and pedagogically skilled in integrating computing with mathematics in their teaching by developing simulations and models that illustrate key concepts in arithmetic, algebra, geometry, statistics and mathematical reasoning.

**Start and End Date(s)**

2013-2014

**Number of Participants**

Teachers

**Summary of the Outcome of the Activities and/or Programs**

UNCW faculty in WCE and Mathematics and Statistics to develop and deliver Professional Development to teachers each year for 2013-2014.

**Priorities Identified in Collaboration with LEAs/Schools**  
**Professional Development and Outreach to Public Schools****Activities and/or Programs Implemented to Address the Priorities**

WCE hosted the K-12 teacher professional development, technology programs for K-12 students, and a Technology Loan Program for K-16 educators.

**Start and End Date(s)**

2013-2014

**Summary of the Outcome of the Activities and/or Programs**

One day Professional Development and integration of equipment into the Technology Loan Program. CESTEM continues to garner more equipment for the loan program.

**Priorities Identified in Collaboration with LEAs/Schools**  
**Professional Development and Outreach to Public Schools****Activities and/or Programs Implemented to Address the Priorities**

The North Carolina Biotechnology Center awarded CESTEM a grant to host "Introductory Biotechnology Workshop for High School Teachers." The five day workshop includes a blend of lectures, discussions, and hands-on activities (dry and wet laboratory activities). Workshop participants will practice and apply various biotechnology skills, including gel electrophoresis, restriction enzyme analysis, PCR, and bioinformatics.

**Start and End Date(s)**

2013-2014

## **Summary of the Outcome of the Activities and/or Programs**

One day Professional Development and integration of equipment into the Technology Loan Program. CESTEM continues to garner more equipment for the loan program.

### **Priorities Identified in Collaboration with LEAs/Schools**

#### **Provide Specifically Designed Professional Development for School Teachers/ Administrators**

**Rationale: Recognizing the need for high quality professional development for specified needs, WCE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.**

### **Activities and/or Programs Implemented to Address the Priorities**

The Southeast Education Alliance

The following collaborative events were coordinated with Watson College of Education.

Event 1: "Legal Issues & English Language Learners: Tips on Avoiding Litigation" in conjunction with The ELMS Project with Dr. Eleni Pappamihel who arranged for the session with Attorney Alan J. Rom. The session addressed legal issues are a consistent problem for advocates of English Language Learners (ELLs). Understanding the legal issues involved regarding ELLs will help school districts make informed decisions. Some of the issues include: Funding; Certification & Training; Monitoring & Evaluation; Documentation.

10/25/2013

Event 2: "Engaging Students with Poverty in Mind" by Dr. Eric Jensen, nationally-known author and a leading authority on the science and application of brain research in education. This seminar was a follow-up to the seminar held last year on "Teaching with Poverty in Mind." The presentation dug deeper into student engagement, the crucial factor that keeps low-socioeconomic kids in school and improves their life readiness. Participants learned about the seven core engagement factors: health and nutrition; vocabulary; effort and energy; mindset; cognitive capacity; relationships; and stress. Many of the school system personnel participated in book studies of Dr. Jensen's work and were thrilled to be able to hear him in person and ask questions about his research.

02/10/2014

Event 3: "Short on Time: Leading and Learning as Principals" with a WCE Keynote, Dr. Bill Sterrett, UNCW, Watson College of Education. The event provided four Breakout sessions: "Instructional Rounds" with current regional Principal of the Year, Frances Herring, Lenoir; "Technology & Innovation" with Dr. Wesley Johnson, former regional Principal of the Year, Sampson County; "Collaboration in Project-Based Learning" with Principal Chris Madden, Pender and Dr. Angie Reid-Griffin, UNCW and "Using Data" with former regional Principal of the Year Joe Poletti, Carteret County. This session for principals was built around Dr. Sterrett's book *Short on Time: How do I make time to lead and learn as a principal?*



**Start and End Date(s)**

Fall 2013-2014

**Number of Participants**

Participants included 402 administrative and teaching staff from school districts, 7 WCE faculty and 9 state agency and staff representatives.

**Summary of the Outcome of the Activities and/or Programs**

All of the session participants stated that they valued learning new strategies and additional knowledge they received for the strategies presented on differentiation and instructional planning. Principals were energized by the day and eager to try ideas that Dr. Sterrett shared. Follow-up and planning for additional professional development continues to occur in the Monthly Regional Superintendents meeting in which the Watson College of Education Dean is a member.

**Priorities Identified in Collaboration with LEAs/Schools**

**Provide Specifically Designed Professional Development for School Teachers/ Guidance Counselors and Social Workers**

**Rationale: Recognizing the need student career counseling guidance toward attending college. WCE formed a partnership with SEAHEC to combine our resources allowing teachers/guidance counselors and the students to explore opportunities at Watson College of Education. Students explored break- out sessions which focused on Health/Science Education. Workshops designed and lead by Watson College of Education and selected UNCW faculty.**

**Activities and/or Programs Implemented to Address the Priorities**

Outreach Connections with Brunswick and Duplin County Schools, The Office of Teacher Education and Outreach in the Watson College of Education and South East Health Education Center (SEAHEC) Brunswick County and Duplin County Schools, provided eighth and ninth grade students opportunities to visit the UNCW campus and explore post-secondary options. During 2013-2014, students visited the Watson College of Education, the School of Nursing, the Departments of Computer Information Systems and Science and Allied Health Guidance counselors from each invited school were attendance to help students make connections, facilitate student understanding, and identify opportunities for learning and growth. Watson College of Education Teaching Fellows, along with students from the Upperman African-American Cultural Center and Centro Hispano, guided the students and staff to various campus locations and shared conversations regarding college life during lunch.

**Start and End Date(s)**

2/23/2013-3/2/2014

**Number of Participants**

30 students, teachers, and guidance counselors

**Summary of the Outcome of the Activities and/or Programs**

Brunswick County 8th graders and Duplin County 8 and 9th graders were introduced to higher education and provided with guidance in terms of what they need to do to gain admittance to college.

**Priorities Identified in Collaboration with LEAs/Schools****Provide Specifically Designed Professional Development for School Teachers/ Administrators**

**Rationale:** Recognizing the need for high quality professional development for specified needs, WCE formed a partnership with New Hanover and Duplin County College Bound Initiative to combine our resources allowing Watson College of Education elementary education faculty access to students from diverse backgrounds.

**Start and End Date(s)**

Spring 2014

**Number of Participants**

40 students and university faculty

**Activities and/or Programs Implemented to Address the Priorities**

The Watson College of Education collaborated with the Duplin and New Hanover County College Ready Programs with D.C. Virgo Preparatory Academy and Burgaw Middle School students. In collaboration with Watson College of Education faculty, students and staff, 5 faculty members participated with lively interactive thought-provoking activities for the students. Additionally, connections were formed with Watson College of Education Teaching Fellows, Upperman African American Cultural Center and Centro Hispano Students.

**Summary of the Outcome of the Activities and/or Programs**

Students were introduced to higher education at UNCW and provided with information about how to prepare for college.

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	7
	Other		Other	1
	Total	2	Total	9
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	2
	Other		Other	
	Total	1	Total	2
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	9
	Other		Other	
	Total	9	Total	10
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	8
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	30
	Other		Other	
	Total	13	Total	41

**B. Quality of students admitted to programs during report year.**

<b>MSA- Degree</b>	
MEAN GPA	3.66
MEAN MAT New Rubric	405
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	295
MEAN GRE Traditional	1,093
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	10.47
NUMBER EMPLOYED IN NC SCHOOLS	66
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	

**C. Program Completers (reported by IHE).**

Program Area	Masters Degree		Graduate Licensure Only	
<b>PC</b> <b>Completed program but has not applied for or is not eligible to apply for a license</b>	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>LC</b> <b>Completed program and applied for license</b>				
School Administration	11	2		8
Comment or Explanation:				

**D. Time from admission into School Administration program until program completion.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters-First Awarded	3	1				
G Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters-First Awarded	2	1	3	2	1	
G Licensure Only	5	3				
Comment or Explanation						